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ABSTRACT

Student activity pages, teacher background information, and lesson ideas for teaching about the law in social studies classrooms are provided in this supplementary packet. An introductory section provides a rationale for the unit, a guide to bringing law-related resource persons to the classroom, a teacher checklist for helping resource persons plan classroom visits, and a list of items to consider when planning field trips. Separate sections focus on what rules are, rules at home, rules at school, rules at play, and rules in the community. Each lesson includes an objective, step-by-step procedures, and reproducible student handouts. Activities include recognizing common signs, constructing a traffic light bookmark, recognizing flashcards of community signs, making a sign mobile, creating fingerprint characters, and completing crossword and word-find puzzles. (LH)

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SUPPLEMENTAL MATERIALS FOR ALABAMA SOCIAL STUDIES TEACHERS

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PREFACE

These Supplemental Materials Packets for Social Studies teachers are the culmination of a one-year cooperative effort involving the Administrative Office of Courts, the State Department of Education, the Alabama Education Association, and the Alabama Council for School Administration and Supervision.

The packets are being provided in an effort to furnish specific information to teachers and students about Alabama's laws and its system of justice. These materials and activities are not meant to substitute for the established curriculum in any way, but rather, they are intended to enhance it.

The packets may be taken apart so the suitable activities can be duplicated. In order to provide variety, as many ideas as possible have been included. Therefore, it is hoped that teachers will choose only those activities they feel will be appropriate for their students.

In order to help the project staff determine the usefulness of the program, an evaluation sheet has been provided at the end of each packet. Any comments or suggestions made on the evaluation sheet will be greatly appreciated.

Finally, these packets were designed to attain two goals, to provide assistance to teachers and help create a greater respect among young people for the law and its purposes.

TABLE OF CONTENTS

INTRODUCTION

Law-Related Resource Persons 1

Checklist for Classroom Visit 2

Field Trips 3

SECTION I: RULES

What is a Rule? 4

How Do You Feel About Rules? 7

Kinds of Rules 9

Rules for Classroom 23 B 11

SECTION II: RULES AT HOME

My Favorite Rule 12

Role-Playing Home Rules 14

"My Home Rules" Self-Evaluation 15

Rules at Home 17

Car Safety Rules 19

SECTION III: RULES AT SCHOOL

Rules at My School 21

Role-Playing School Rules 22

Breaking Rules at School 23

"At Our School..." 25

Rules Help at School 27

SECTION IV: RULES AT PLAY

Rules in Games 29

The Eraser Game 31

SECTION V: RULES IN THE COMMUNITY

Why Are There Community Rules? 32

Signs Tell About Rules in a Community 35

Making a Traffic Light Bookmark 37

Recognizing Common Community Signs 39

Flash Cards: "Community Signs" 42

Making a Traffic Sign Mobile 53

The Policeman 55

Your Fingerprints 56

Crossword Puzzle: "I am Safe" 57

"Safety First" Puzzle 60

Word Find 62

Murals 64

EVALUATION SHEET

INTRODUCTION

Rules are important in a child's world. To be responsible adult citizens, children need to understand the reasons for rules and need to be willing to adjust their actions to conform to rules and laws.

An elementary school can have an important role in helping students learn about rules, how to deal successfully with them, and about those in authority.

In the past, any programs which were designed to teach students about rules and responsiblities emphasized the concepts of obedience and punishment while fostering little, if any, understanding about what rules are, who makes them, and why they are important.

These materials offer another approach, complete with activity pages for students as well as background information and lesson ideas for the teacher. The sequence of these activities was planned carefully for each grade level beginning with what rules are; rules at home, school, play, and in the community; the development of the court system; and the Alabama Judicial System.

After completing these activities, children should be better able to understand and to deal with the rules in their lives.

LAW-RELATED RESOURCE PERSONS

Law-related resource people can add many dimensions to a teaching unit. Some you may want to consider are: judge, district attorney, attorney, clerk of the court, sheriff, and policeman.

ITEMS TO CONSIDER

(1) Adhere to school system policies for use of resource persons.

(2) Provide the resource person with the following information:

- (a) Topic to be discussed;
- (b) Class interests;
- (c) Background on students' knowledge of the subject;
- (d) Attention span of students;
- (e) Objectives of the unit and how his topic relates to these.
- (f) Suggest a short presentation with time for questions and answers.

(3) Prepare the class for the resource person's visit:

- (a) Provide study activities on the topic.
- (b) Assist students in selecting appropriate questions.
- (c) In lower elementary grades, it may be more practical to assign questions to individual students.

(4) Words of Caution:

- (a) Resource persons are not teachers, so you may have to intervene occasionally to handle a situation.
- (b) Work with the resource person to assure he understands what you want him to do and how to deal with the class.

(5) Have students write thank-you letters after the visit.

CHECKLIST FOR CLASSROOM VISIT

Here is a checklist that might help make a visit by a law resource person a success. This checklist may be used to facilitate a field trip situation.

A. Informing the law resource person

1. Characteristics of the class or group _____

2. Topics children have been studying that relate to the presentation _____

3. Logistics - time frame, size, and setup of classroom _____

4. Materials and equipment

a. Duplication of printed materials _____

b. Reserve slides or filmstrips _____

c. Reserve audio-visual equipment _____

B. Class Preparation

1. Material to be read and discussed prior to visit _____

2. Prepare questions in advance _____

C. Follow-up Activities

1. Discuss follow-up activities with law resource person _____

FIELD TRIPS

Places to be considered for a field trip include: courthouse, courtroom, clerk's office, sheriff's department, police station, and jail.

ITEMS TO CONSIDER:

(1) Adhere to local school policy for field trips.

(2) Visit the place in advance to make arrangements and to get an idea of what to do with the class during the visit.

(3) A series of short visits may be more appropriate for young students rather than one extended visit.

(4) When making arrangements to visit the court, contact should be made with the judge's secretary. She can usually give you guidance in determining the best time for the trip in terms of cases that are scheduled.

(5) Judges like to know when classes are visiting. Sometimes the judge will pause during the trial to explain certain points to the class or will meet them before or after the trial to talk with them or to respond to their questions.

(6) Thank-you letters from students are always in order.

SECTION I

RULES

RULES

OBJECTIVE

To help students understand what a rule is.

PROCEDURE

Reproduce the following page so that each student has a copy or make a transparency for the overhead projector.

Do the example together, explaining that a rule gives guidelines for behavior. Allow sufficient time for students to complete the page.

This activity may also be done orally with students raising their hands if the statement is a rule; or individual students may be called upon to tell whether the statement is a rule or is just a sentence.

RULES

Directions: Draw a circle around each statement that is a rule.

EXAMPLE: A. The rock is on the ground.

B. Do not throw rocks.

1. Do not play with matches.
2. Walk quietly in the halls.
3. The sun is shining today.
4. Wash your hands before you eat.
5. The soap is by the sink.
6. Cars go fast on the street.
7. Buckle your seat belt in the car.
8. Brushing your teeth is fun.
9. Brush your teeth after eating.
10. Do not play in the street.
11. Stop for a red light.
12. Go on a green light.
13. The lights are on.
14. Do your own work.
15. Do not go anywhere with a stranger.

Can you write a rule?

_____

_____

_____

RULES

OBJECTIVES

To help students clarify their beliefs about rules.

PROCEDURE

Give each student a copy of the following page, "How Do You Feel?". Read the directions and let the students mark their responses.

Allow sufficient time for the students to finish. Discuss why they feel the way they do. There are some statements that have only one right answer, even though the students may not realize this (for example, nos. 5 and 13). But there are others that have no one correct answer (for example, nos. 3 and 4). It is very important to respect each student's feelings.

It might be interesting to repeat this activity at the end of the unit and compare responses.

HOW DO YOU FEEL?

DIRECTIONS: Here are some things people have said about rules. Maybe you have said some of them yourself. Read the sentences. If you agree with what is said, circle AGREE. If you do not agree with what is said, circle DISAGREE. Be ready to tell about your answers.

AGREE	DISAGREE	1.	Rules make games more fun to play.
AGREE	DISAGREE	2.	Adults do not have to follow rules.
AGREE	DISAGREE	3.	Rules are always easy to follow.
AGREE	DISAGREE	4.	Rules keep me from doing what I want to do.
AGREE	DISAGREE	5.	Rules help people get along with each other.
AGREE	DISAGREE	6.	Rules help me at home.
AGREE	DISAGREE	7.	Rules help me at school.
AGREE	DISAGREE	8.	Rules help me at play.
AGREE	DISAGREE	9.	Rules help me in my neighborhood.
AGREE	DISAGREE	10.	Rules must never be broken.
AGREE	DISAGREE	11.	There should be no rules at all.
AGREE	DISAGREE	12.	Rules help us know what we should do.
AGREE	DISAGREE	13.	Policemen do not have to follow traffic rules.
AGREE	DISAGREE	14.	Teachers do not have to follow school rules.
AGREE	DISAGREE	15.	The President of the United States only follows the rules he wants to.

RULES

OBJECTIVE

To help pupils understand that there are different kinds of rules and that while some rules apply to everyone, there are some rules that only apply to a specific group. Some rules apply in more than one situation or environment.

PROCEDURE

Give each student a copy of "KINDS OF RULES." Read the directions and write in responses. Discuss each rule. If there are differences of opinion, ask for reasons to support their choices. For example, while no. 2 is intended to be a community rule, many students may see it as a safety rule also. And while no. 5 is certainly a health rule, it may also be a home rule.

ANSWER KEY:

1. Home
2. Community (Safety)
3. School
4. Safety
5. Health
6. School
7. Community
8. Safety
9. Health (Home)
10. Home

KINDS OF RULES

DIRECTIONS

Read the first sentence. Decide what kind of rule it is. Then write that word on the line in front of the number. Be ready to explain your answers.

HEALTH	SAFETY	SCHOOL	HOME	COMMUNITY

EXAMPLE: _____A. Do not throw rocks on the playground.

_____1. Hang up your clothes.

_____2. Stop for the red lights.

_____3. Walk quietly in the halls.

_____4. Do not play with matches.

_____5. Brush your teeth after you eat.

_____6. Do not write in library books.

_____7. Put your litter in the garbage can.

_____8. Buckle your seat belt in the car.

_____9. Go to bed on time.

_____10. Make up your bed before breakfast.

RULES

OBJECTIVE

To understand that a good rule is fair, clear, and can be followed.

PROCEDURE

Give each student a copy of "RULES FOR CLASSROOM 23 B" or make a transparency for the overhead projector. Read the directions and allow students sufficient time to complete the first activity. Then discuss each statement, pointing out strengths and weaknesses of each one.

Then have students look at the second part. Let them rewrite two rules. It would be fun to have these new rules shared with the class.

In the third part, students need to circle characteristics of good rules.

NOTE: In part one, no. 6, the rule is intended to show that big words do not mean good rules. Another way of saying that rule is "Keep the legs of your chair on the floor."

RULES FOR CLASSROOM 23 B

I. Imagine you are in Classroom 23 B. Here are some rules the children in this classroom made. Would you want to keep these rules? Circle KEEP if you think it is a good rule and circle CHANGE if you think you would want to change the rule.

KEEP CHANGE 1. Only children with blue eyes can eat in the lunchroom.

KEEP CHANGE 2. No talking in the classroom.

KEEP CHANGE 3. Wash your hands before lunch.

KEEP CHANGE 4. Girls may not use the record player or the records.

KEEP CHANGE 5. You may go to the library if you are wearing blue socks.

KEEP CHANGE 6. Maintain the total number of supports of the object you are occupying in contact with the surface underneath.

KEEP CHANGE 7. You may sing whenever you want to as long as you stand on your desk.

KEEP CHANGE 8. Do your own work.

KEEP CHANGE 9. You may not use the pencil sharpener after 9:00 a.m.

KEEP CHANGE 10. Lock the windows at the end of each day.

II. If you circled CHANGE by any rules, choose two of them and rewrite them on the following lines:

_____

_____

_____

_____

III. Is it important that rules: are fair? are easy to enforce? are clear? have big words? are popular?

SECTION II

RULES AT HOME

RULES AT HOME*

OBJECTIVE

To understand that all families have rules; that different families have different rules; and that there are reasons for having rules at home.

PROCEDURE

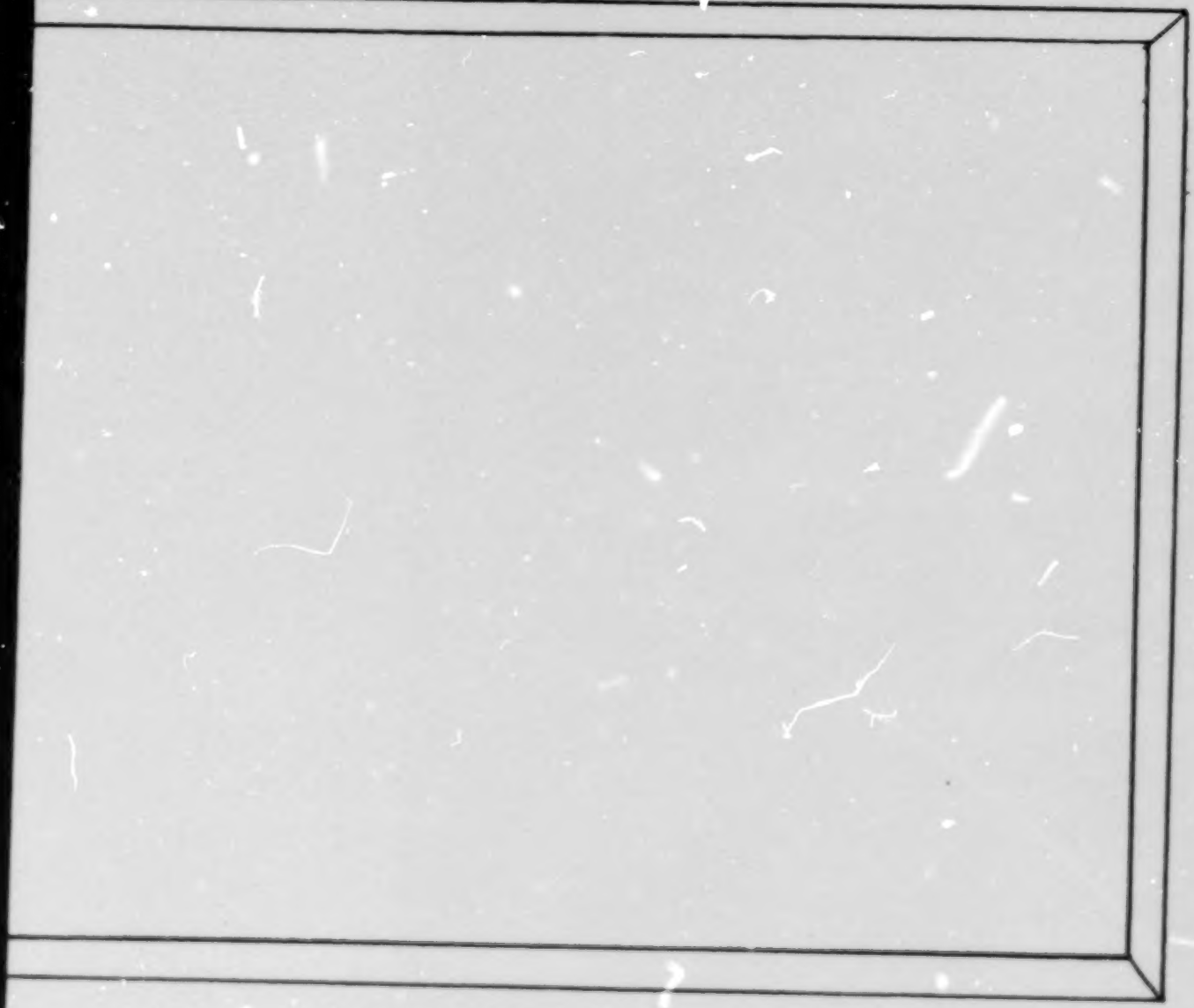
Have students discuss rules in their homes and why they think the rules are necessary or good. Write as many different examples of rules on the board as you think are necessary to show that different families have different rules (such as bedtimes, pets, etc.).

Give the students a copy of the following page "MY FAVORITE RULE" and ask them to make a drawing showing themselves relating to their favorite rule in some way.

These pictures may be used to make a bulletin board display titled, "OUR FAVORITE RULES." It might be more meaningful for the teacher to write a caption under each picture explaining the rule. For example, "John feeds his cat every day."

*This suggested activity appears in the Supplemental Materials Packet for Grades K-1 also.

MY FAVORITE RULE



RULES AT HOME

OBJECTIVE

To help students understand the need for rules in the home and what might happen in their absence.

PROCEDURE

Discuss some common rules at home such as rules for watching television or rules for picking up toys in your room. Role-play a situation twice: the first time to show what kinds of conflicts might arise when the rules are not followed and the second time to show how rules help all the people in the family.

For example: If no one washed dirty clothes, put away toys, or kept their rooms neat, what kinds of problems would be created? What happens when all the clothes are dirty?

RULES AT HOME*

OBJECTIVE

To help students make individual self-evaluation charts to take home.

PROCEDURE

Duplicate the chart on the following page. Discuss kinds of rules that are usually found in homes. List on the chalk board some examples of rules that children follow (such as feeding pets, brushing teeth, going to bed on time, picking up toys, hanging up clothes, making beds, setting the table, etc.).

Draw a sample chart on the chalk board or make one for the overhead projector. Using this sample, show students how to write in as many as seven rules on the spaces provided. Discuss how to mark the spaces when they follow that rule for that day.

Let the students take this chart home and have their parents help them fill in the chart for a week. It might encourage more parental participation if a short note accompanied this chart. Have the students bring their charts back to school to share how well they followed their home rules.

A chart may also be made for school rules. Some possible rules are: Arrive at school on time; Hang up coats in lockers; Talk quietly in the hall; or Bring your library book to school on Wednesday.

*This suggested activity appears in the Supplemental Materials Packet for Grades K-1 also.

MY HOME RULES

	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.

RULES AT HOME

OBJECTIVE

To help students understand that most families have rules and that there are purposes for rules in the home.

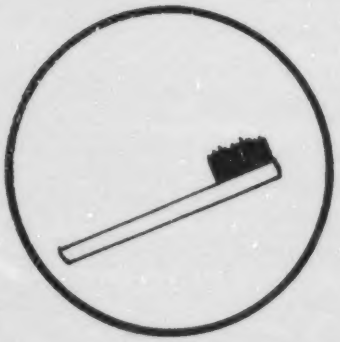
PROCEDURE

Give each student a copy of the following page "RULES AT HOME." Ask them to look at the pictures and then to read the rules at the bottom of the page. Have them write the number of the rule in the box below the appropriate picture.

If any students have different rules, they can share them with the class.

For fun, tally the number of students who have each rule in their home. (For example, some students will not have pets.)

RULES AT HOME



1. Do not turn on the stove.
2. Feed the pets.
3. Do not play with medicine.
4. Help set the table.
5. Make your bed.
6. Brush your teeth.

RULES AT HOME

OBJECTIVE

To understand the reason for rules in cars and to be able to write a car safety rule.

PROCEDURE

Discuss reasons for rules in the car. Some examples of rules are:

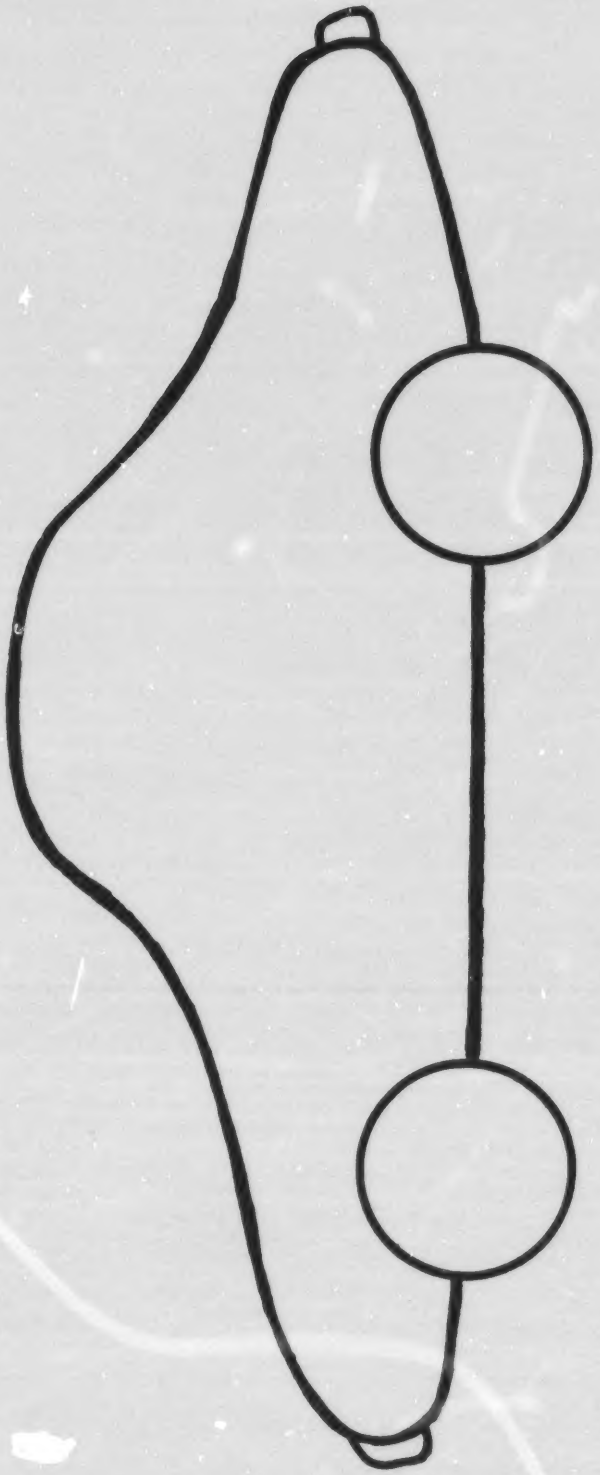
1. Don't distract the driver.
2. Stay seated.
3. Use seat belts.
4. Use car seats for small children.
5. Use quiet voices.
6. Keep hands, arms, or objects in the car.
7. Obey traffic rules.
8. Do not open doors until the car is stopped.
9. Keep doors locked while riding.

Then give each student a copy of the car on the following page. Let the students write a car safety rule on the lines or they might enjoy writing this poem:

"If you stick your hand out too far

It may go home with another car."

These rules may be shared with the class. A bulletin board display can be made with the cars riding on a long "highway." (coloring the cars adds interest.)



32

SECTION III

RULES AT SCHOOL

RULES AT SCHOOL

OBJECTIVE

To be able to list rules that apply in their school.

PROCEDURE

Divide the class into small groups. Give each group a specific location in your school. Write the rules for each location on a separate piece of chart paper. Then have the members of that group draw pictures to illustrate correct behavior in their location.

Some examples of locations:

LUNCHROOM

LIBRARY

HALLS

RESTROOM

OFFICE

PLAYGROUND

WATER FOUNTAIN

AUDITORIUM

CLASSROOM

ART ROOM

MUSIC ROOM

HEALTH ROOM

GYMNASIUM

STAIRWAYS

LOADING ZONE FOR CARS OR BUSES

RULES AT SCHOOL

OBJECTIVE

To help students understand the need for rules in the school and what might happen in their absence.

PROCEDURE

Discuss some common school rules such as: "No running in the halls" or "Do not push at the water fountain" or "Lost library books must be replaced."

Role play a situation two times: the first time to show what kinds of conflicts might arise when the rules are not followed and the second time to show how rules help everyone at school.

For example: Suppose lost library books did not have to be replaced. What would happen to the number of books in the library? What would happen in five years? What would you do if the book you needed for your social studies project were lost?

RULES AT SCHOOL

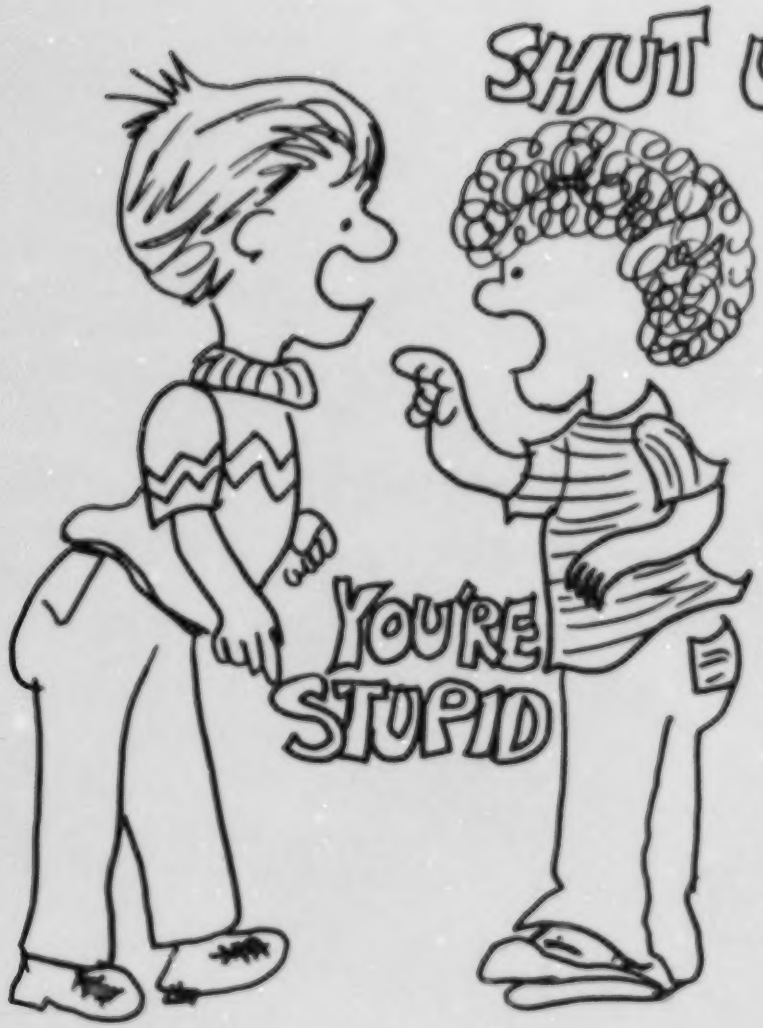
OBJECTIVE

Students will be able to discuss problems resulting from a rule having been broken.

PROCEDURE

Make a transparency for the overhead projector of the following picture showing boys fighting. Discuss the following questions:

1. Why could the boys be fighting?
2. Could their problems be solved in any other way?
3. Does fighting help?
4. Why is the teacher stopping the fight?
5. What rule do you think the boys are breaking?
6. Why was this rule made?
7. Is it a good rule?
8. What do you think the teacher might say to the boys?
9. What should the boys do?



37

38

RULES AT SCHOOL

OBJECTIVE

To be able to list some school rules and know why they are important.

PROCEDURE

Give each student a copy of the following page "AT OUR SCHOOL."

Read the directions for this activity. Allow sufficient time for the students to complete it.

Discuss differences in school rules as follows:

(1) in different classrooms in the same school;

(2) rules in this classroom as compared to their classroom last year;

(3) in different schools.

AT OUR SCHOOL

There are many rules at our school. Some rules are made for all of the students to follow, such as "Do not run in the hall." Some rules are made just for one classroom, such as "Put your finished work in the yellow box."

What rules do you have at your school? Give a rule for each of the following activities.

1. At our school a rule for PLAYING is_____

_____

_____.

2. At our school a rule for RUNNING is _____

_____

_____.

3. At our school a rule for DOING SCHOOL WORK is_____

_____

_____.

4. At our school a rule for TALKING is_____

_____

_____.

5. At our school a rule for READING is_____

_____

_____.

6. At our school a rule for GETTING ALONG WITH OTHERS is____

_____

_____.

RULES AT SCHOOL

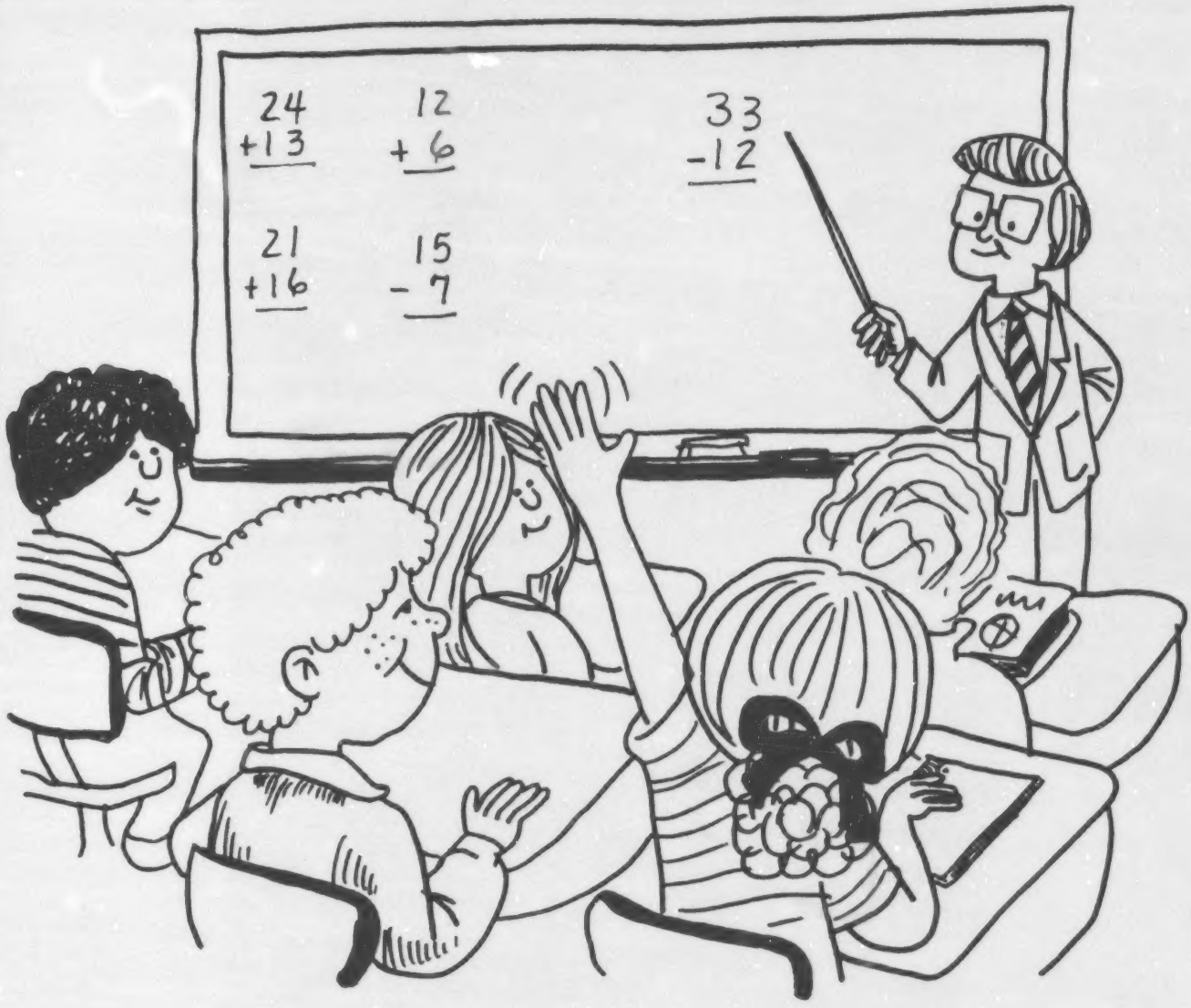
OBJECTIVE

To be able to give reasons for school rules.

PROCEDURE

Make a transparency of or duplicate the picture on the following page. Discuss what is happening. Why is the girl raising her hand? What might happen if everyone shouted answers instead of waiting to be recognized by the teacher?

Ask each student to write down five school rules. Tally responses to see which ones were written the most. Then vote on the three the class feels are most important. Why are they important? Who made them? What would happen if they were not enforced?


24
+13
12
+ 6
33
-12
21
+16
15
- 7

SECTION IV

RULES AT PLAY

RULES AT PLAY

OBJECTIVE

To be able to understand that a group of children playing a game is an example of a small community and that rules are necessary.

PROCEDURE

Display the picture of children playing kickball or take your class outside for them to observe another class playing a game.

Ask the students how they would feel playing kickball in the following circumstances:

(1) If someone on their team did not follow the rules;

(2) If the other team did not follow the rules;

(3) If their team followed one set of rules and the other team followed another set.

45

46

RULES AT PLAY

OBJECTIVE

To understand the importance of rules in games.

PROCEDURE

Divide the class into two groups. Tell the first group that they are going to play "Duck Duck Goose" or some other familiar game. Tell the second group that they are going to play "The Eraser Game" and give them an eraser.

The first group will probably organize themselves and begin playing while the second group becomes confused. After a few minutes, bring the groups together and discuss what happened. Point out that without rules, games cannot be played.

Challenge the class to think up rules for "The Eraser Game," writing the rules down on the board.

SECTION V

RULES IN THE COMMUNITY

RULES IN THE COMMUNITY

OBJECTIVE

To identify a community rule and the reason for it.

PROCEDURE

(A) Display a picture or transparency of the dog running loose (found on following page).

Discuss the following questions:

(1) Why is there a law about a dog running loose in many communities?

(2) What problems are created?

(B) Display a picture or transparency of the man burning leaves (found on next page).

Discuss the following questions:

(1) Why do you think it is against the law to burn leaves in many communities?

(2) What about burning leaves in dry weather?

(3) What problems are created?

(C) Discuss other examples such as:

*Going down a one-way street the wrong way

*Parking in the Handicapped zone

*Littering

*Parking in a loading zone

CAT
D

RULES IN THE COMMUNITY*

OBJECTIVE

To be able to identify community rules.

PROCEDURE

Make a transparency of the picture of the community on the following page and also reproduce copies for each student. Read the directions and allow sufficient time for the activity to be completed.

Directions: Circle the signs or street marks that help people follow the rules in the community. There are seven of these.

Ask individual students to identify a sign he/she circled. Discuss the rule that goes with this sign. As you are doing this part of the activity, circle each sign on the transparency until all have been identified.

Signs are:

Stop sign

No Parking

Traffic light

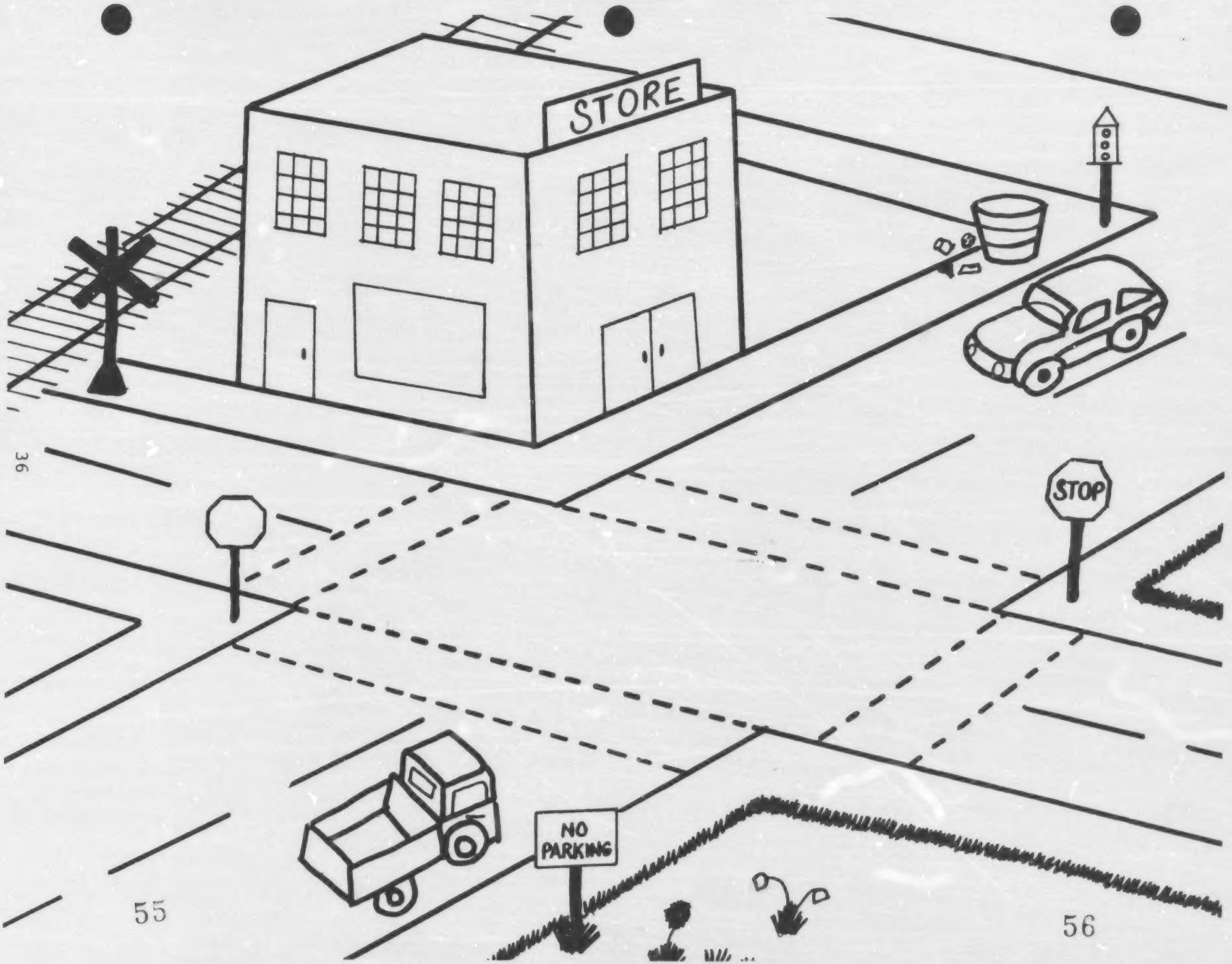
Crosswalk indicators

Lines dividing road into lanes

Railroad crossing

Litter sign on trash barrel

*This suggested activity appears in the Supplemental Materials Packet for Grades K-1 also.


STORE
STOP
NO
PARKING

RULES IN THE COMMUNITY

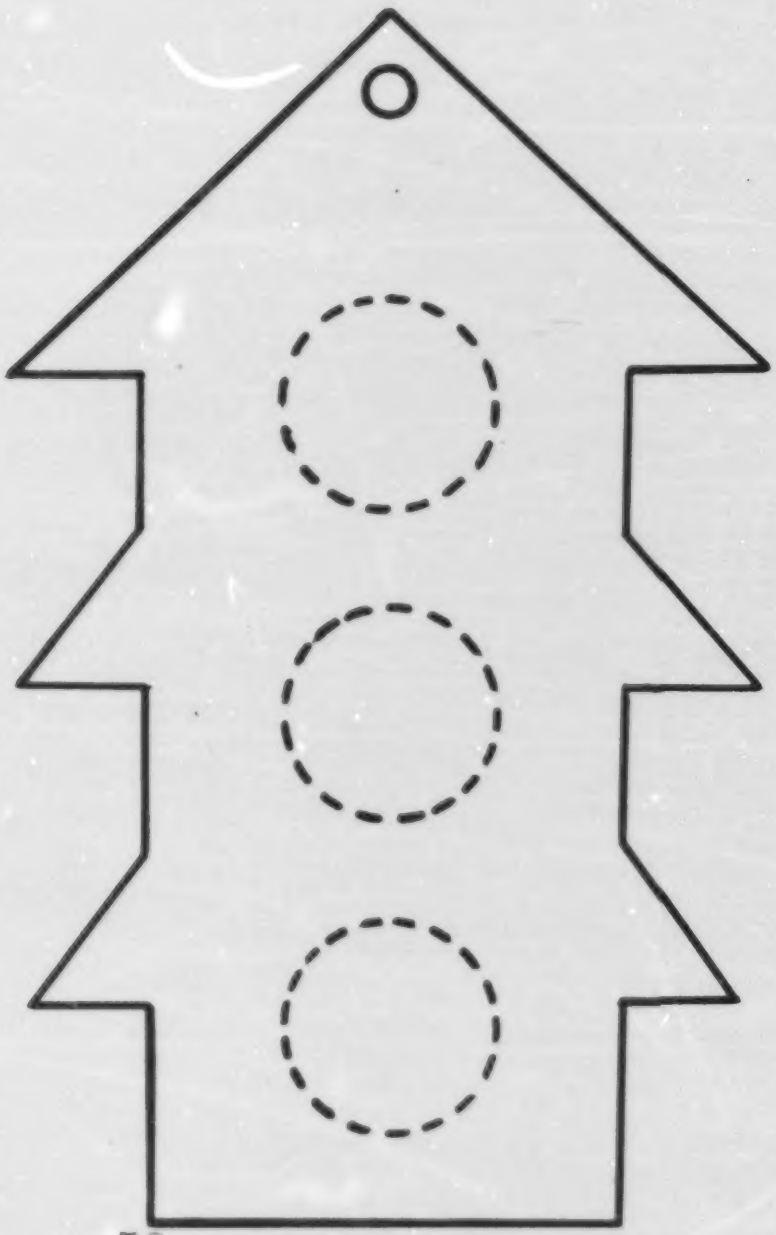
OBJECTIVE

To make a traffic light bookmark.

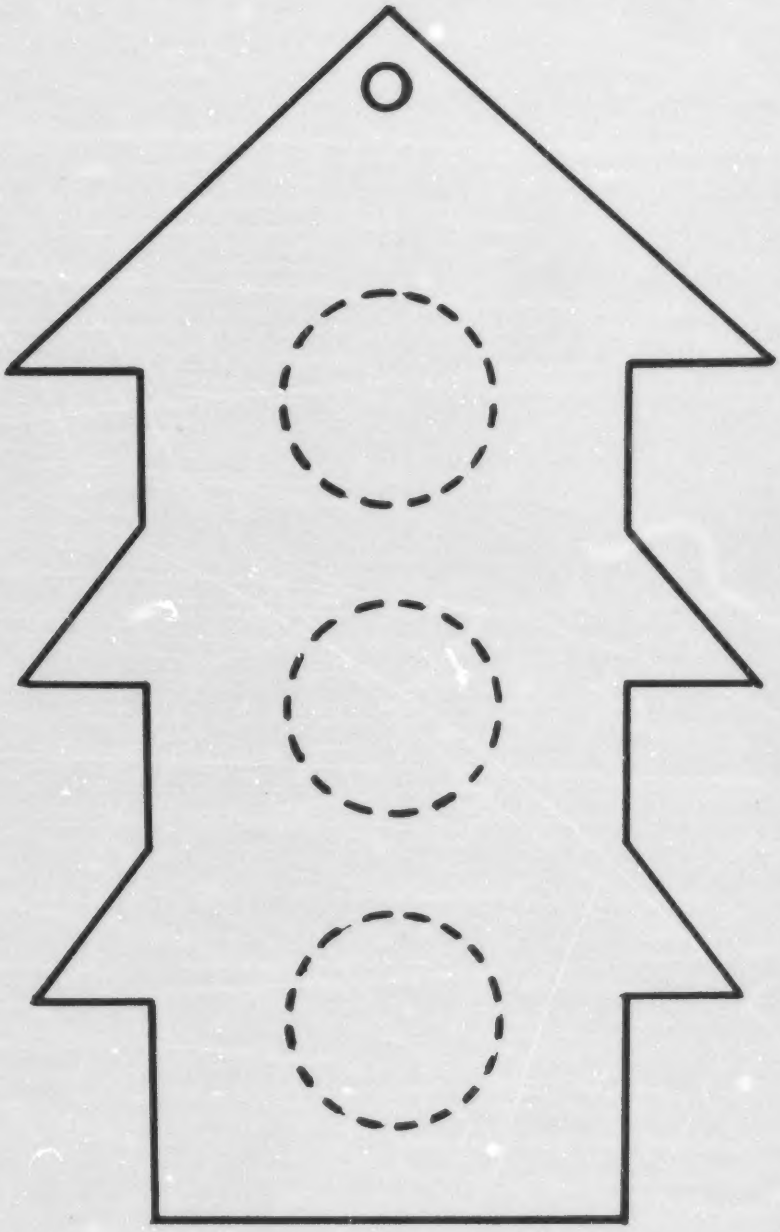
PROCEDURE

Give each student a traffic light shape (which follows on next page) cut from black construction paper, and a circle cut from red, yellow, and green construction paper. (A half-dollar is a good size to use to trace circles.) Let them glue the circles on the traffic light shape. With a hole punch, make a hole in the top. Tie brightly colored yarn through the hole and allow about four inches to remain.

Note: Crayons can rub off on books; but if you plan to do this as an art activity instead of making book marks, crayons will be suitable.



58



59

RULES IN THE COMMUNITY

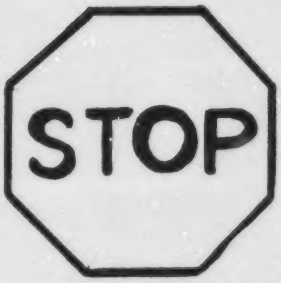
OBJECTIVE

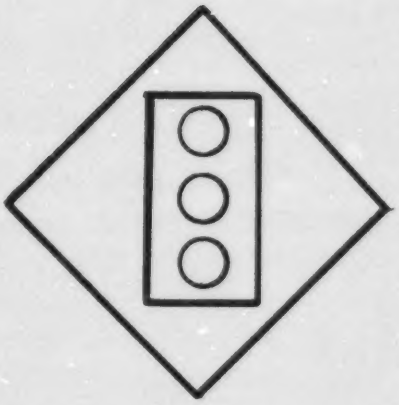
To identify international signs used in most communities.

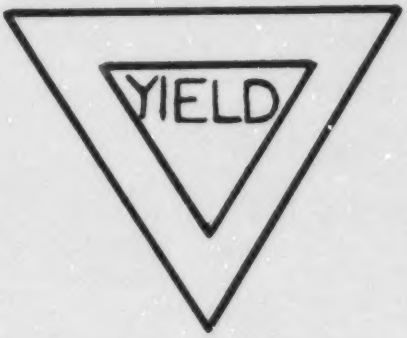
PROCEDURE

Give each student a copy of the next two pages. Read the directions aloud and make sure each student understands what to do.

Discuss what each sign means. Encourage students to look for these signs in their community.

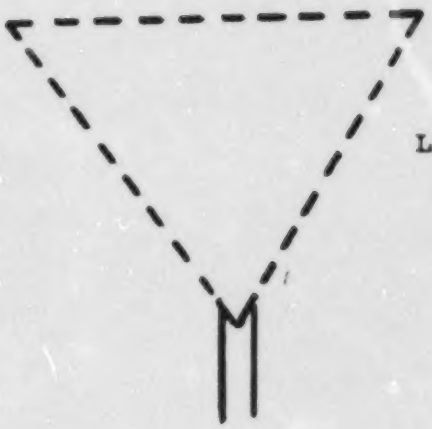




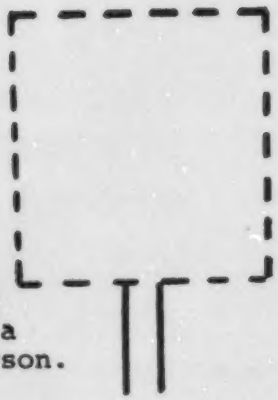


DIRECTIONS

1. Color each sign. You will need the following crayons: red, yellow, blue, and green.
2. Cut each sign out carefully.
3. Think about what they might mean.
4. Paste them in the correct place on the answer sheet.



Let other cars go first.



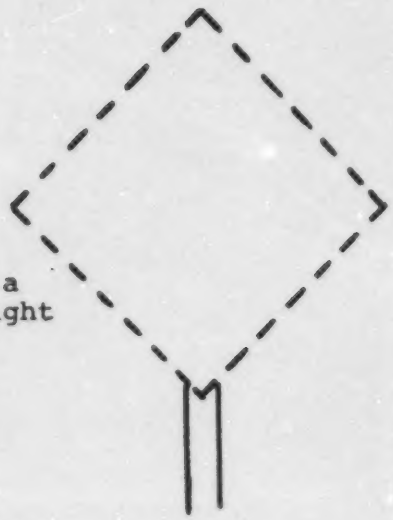
This parking place is for a handicapped person.

Stop. Wait until it is clear.

There is a school ahead.

All cars go the same way.

There is a traffic light ahead.



RULES IN THE COMMUNITY

OBJECTIVE

To become familiar with signs in the community, and to understand the rules they show.

PROCEDURE

Reproduce the signs on the following 10 pages. Make flash cards by cutting them apart, coloring them, and then covering them with clear adhesive or laminating film.

The flash cards may be used by the total class or two or three students may want to work together with them. If the class is a large one, two sets could be used.

NOTE: Students can color the flash cards and save the teacher a lot of time. For added strength and durability, the flash cards can be mounted to a piece of construction paper, allowing about one-half inch border on all sides; then proceded with laminating or clear adhesive covering.

For additional signs and/or information about road signs and traffic rules, consult the:

Alabama Driver's Manual, published by the Alabama Department of Public Safety
Driver's License Division
Box 1471
Montgomery, Alabama 36192

This manual is also available wherever Driver's License examinations are given.

The two pamphlets listed below may be obtained from:

Division of Instruction
Driver and Traffic Safety Education
Alabama State Department of Education
111 Coliseum Boulevard
Montgomery, Alabama 36193
ATTN: Mr. Jackie Hammock

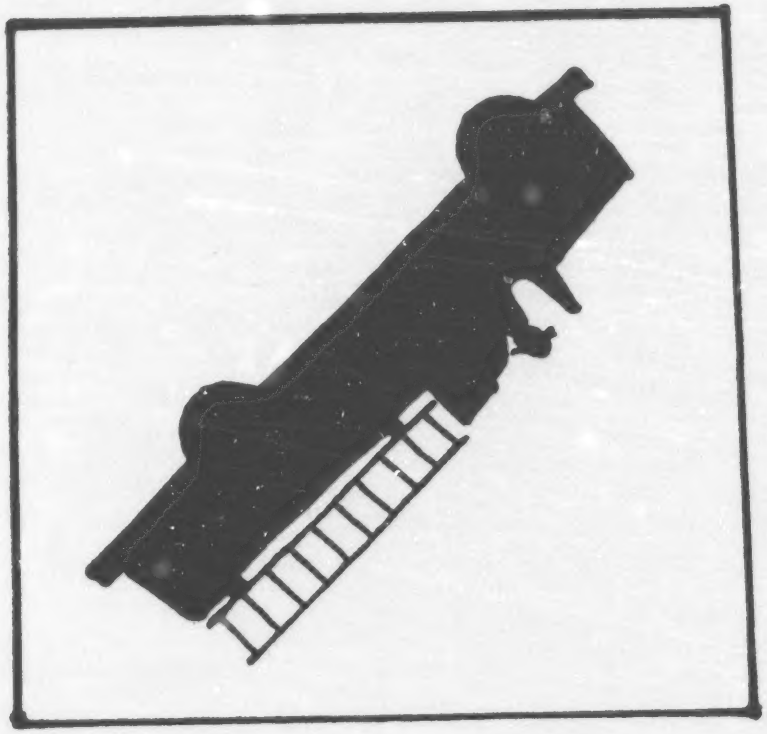
1. Pedestrian Safety Education for Alabama Youth
2. Bicycle Rules of the Road

RAIL
ROAD
CROSSING

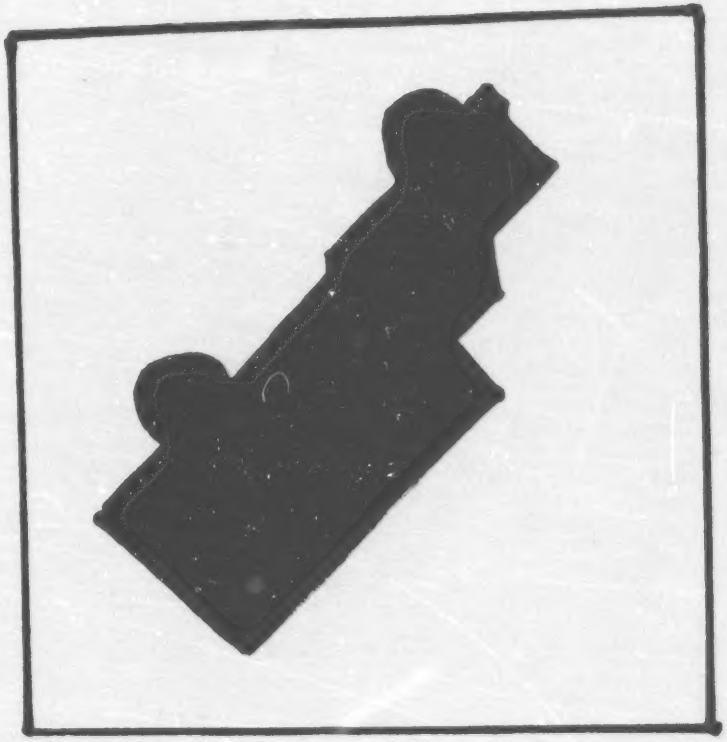
65

66

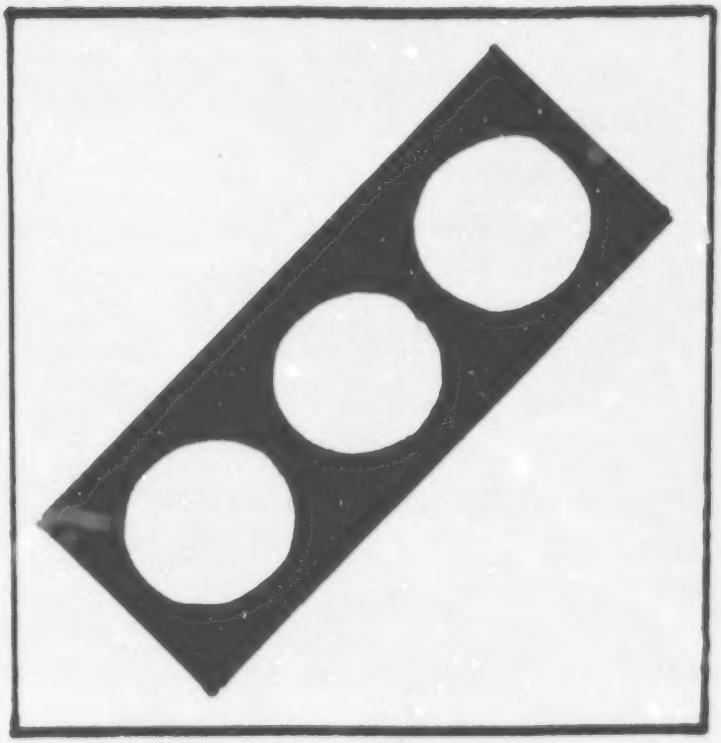
ONE WAY

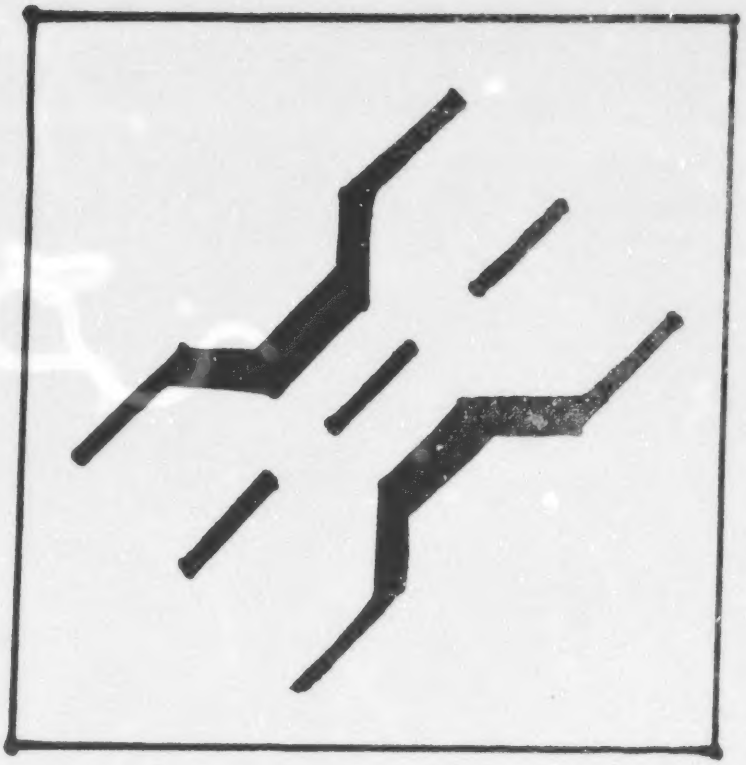


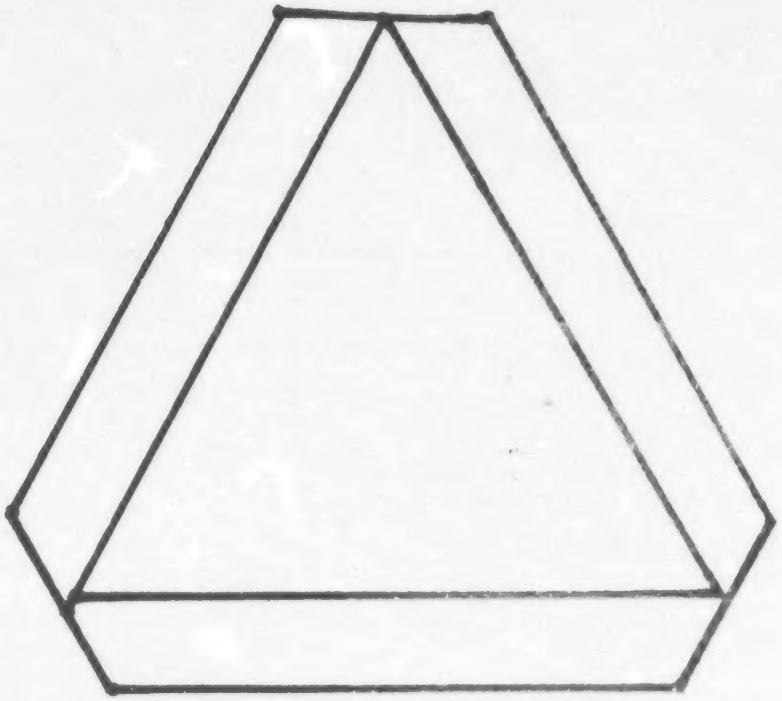
69

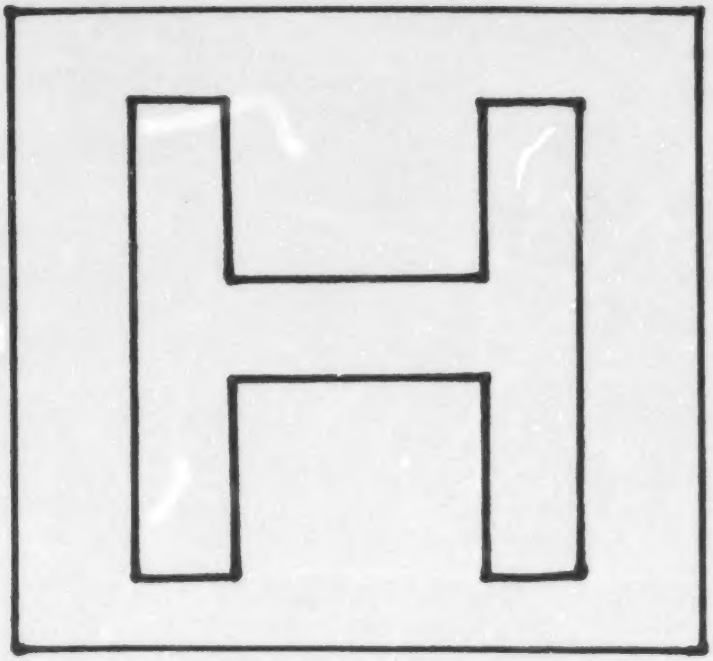


70









RESERVED
PARKING

RULES IN THE COMMUNITY

OBJECTIVE

To make mobiles using traffic signs.

PROCEDURE

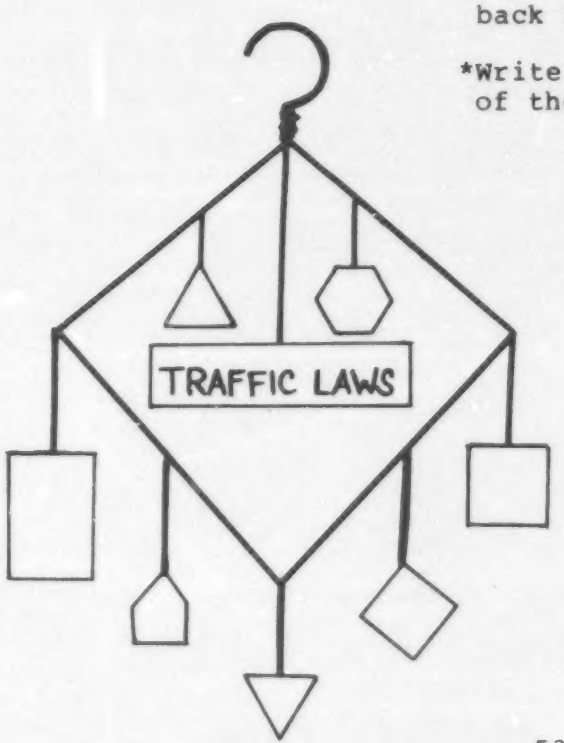
Duplicate the following page for each student.
Follow these directions for making mobiles.

1. Choose the signs you will need for your mobile.
2. Color those signs.
3. Using a hole punch, put a hole in the top of each sign.
4. Tie a piece of yarn or string through the hole.
5. Tie the other end of the yarn or string to the coat hanger.
6. Hang the mobile.

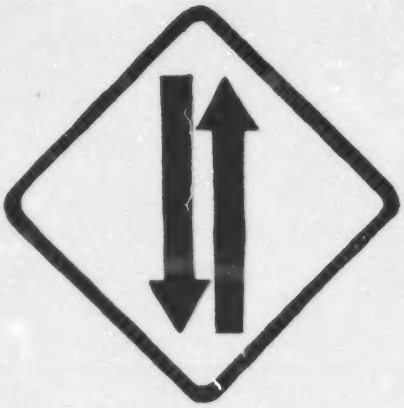
Note: Other ideas:

*For a more finished mobile, color the back like the front.

*Write what the sign means on the back of the sign.



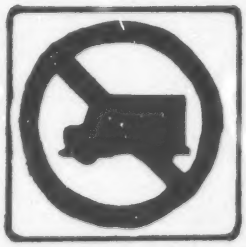
END
ONE
WAY



H

YIELD

ONE
WAY



RULES IN THE COMMUNITY

OBJECTIVE

To learn about the policeman.

PROCEDURE

(A) Ask students to draw a picture of a police officer. Under the drawing write a sentence describing the police officer. Let the students explain to the class their pictures and to describe the police officer. Write the statements on the chalk board (e.g., "nice," "friendly," "tall").

Ask the students to raise their hands if they feel the characteristics written on the board are "very important," "important," or "not very important." Discuss their reasons.

The teacher should describe the qualifications that police departments require of their officers. (A call or trip to your local police department will enable the teacher to know what the qualifications are in his/her own community.) Ask students to compare their qualifications with those of the police department. Which do they feel are better qualifications?

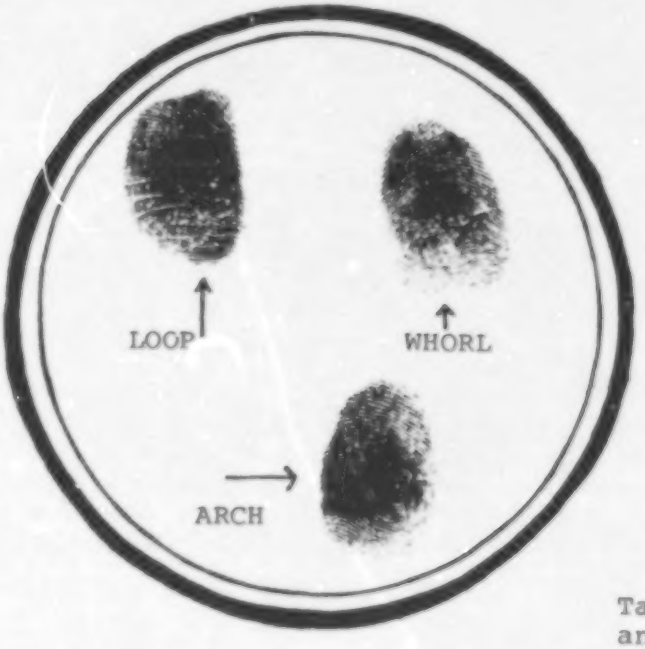
(B) Discuss the duties of a police officer (or a school crossing guard, security guards, meter maids).

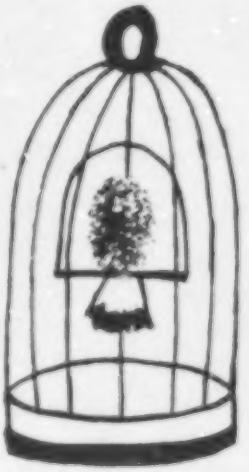
What happens if a police officer sees someone disobey a law?

(C) Many police departments have a police officer whose duties include visiting schools and talking with students.

FINGERPRINTS ARE YOU*

Are you aware that every person's fingerprints are different? Even though every fingerprint in the world is unique, you can find three general kinds of patterns in all prints.





Take your own fingerprints and study them to find out what kinds of patterns they show. Compare your prints with a friend's.

On a separate sheet of paper, make your own fingerprint characters. Add details with a felt-tip pen. Give each character a name.

*Source: Elementary Law Related Activities. A joint project of: The Devils Lake Public Schools, North Dakota Department of Public Instruction, State Bar Association of North Dakota, and North Dakota Combined Law Enforcement Council, 1978.

RULES IN THE COMMUNITY

OBJECTIVE

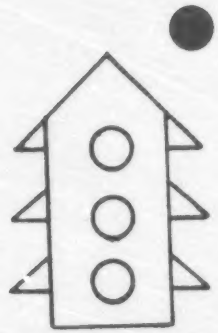
To review "safety words" through word games.

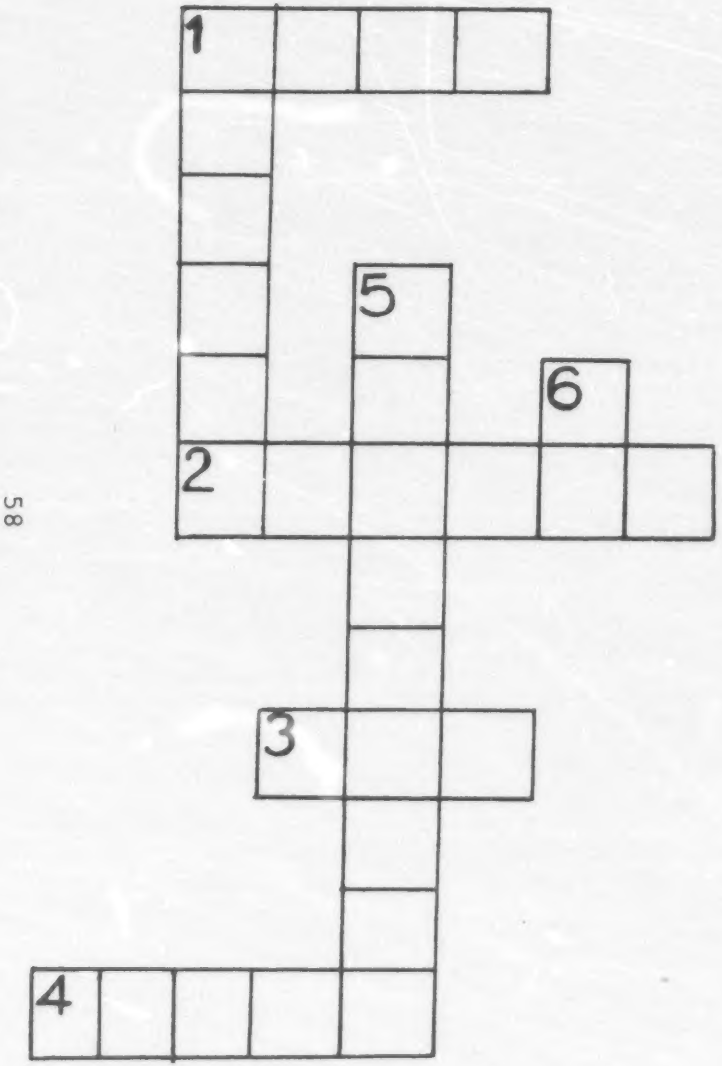
PROCEDURE

Duplicate one or all of the word games for your students to work.

Note: You may want the class to play these games together as a group activity rather than using them as individual activities because your students may need to be "talked" through the games.

I AM SAFE!





ACROSS

1. Red says _ _ _ _.
2. My color says wait.
3. My color says stop.
4. My color says go.

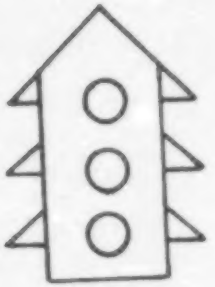
DOWN

1. We follow _ _ _ _ _ _ _ rules.
5. I am a friend.
6. Green says _ _.

WORDS:	red	yellow
green	stop	go
safety	policeman	

I AM SAFE!*

ANSWER KEY



ACROSS

1. Red says S I O P.
2. My color says wait.
3. My color says stop.
4. My color says go.

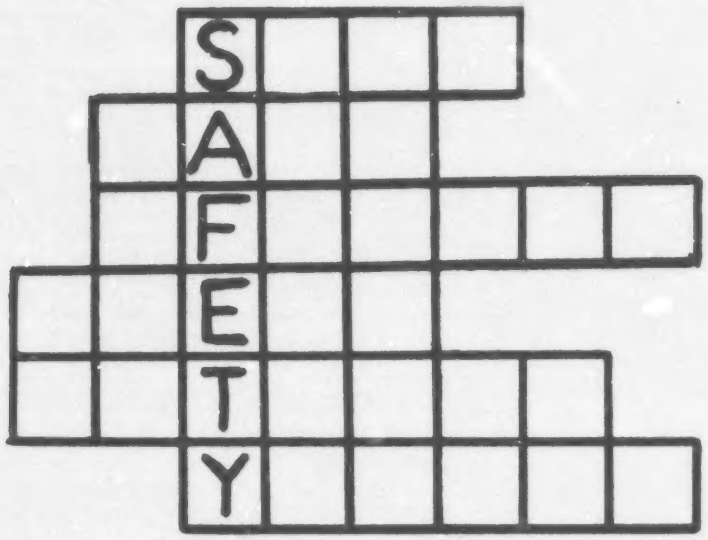
DOWN

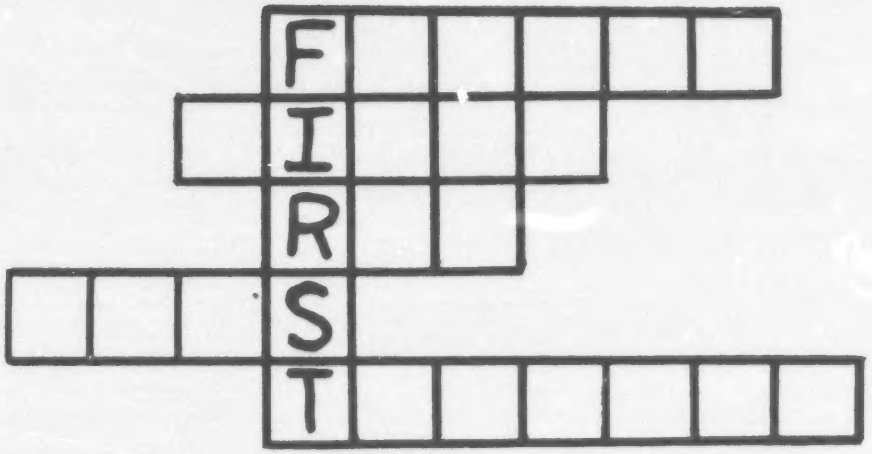
1. We follow S A E E I Y rules.
5. I am a friend.
6. Green says G O.

WORDS:		
red	yellow	
green	stop	go
safety	policeman	

*This activity appears in the Supplemental Materials Packet for Grades K-1 also.

SAFETY FIRST

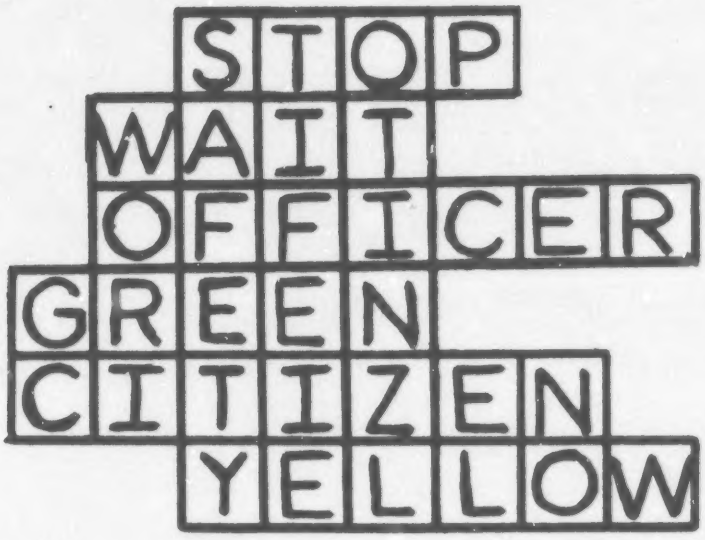


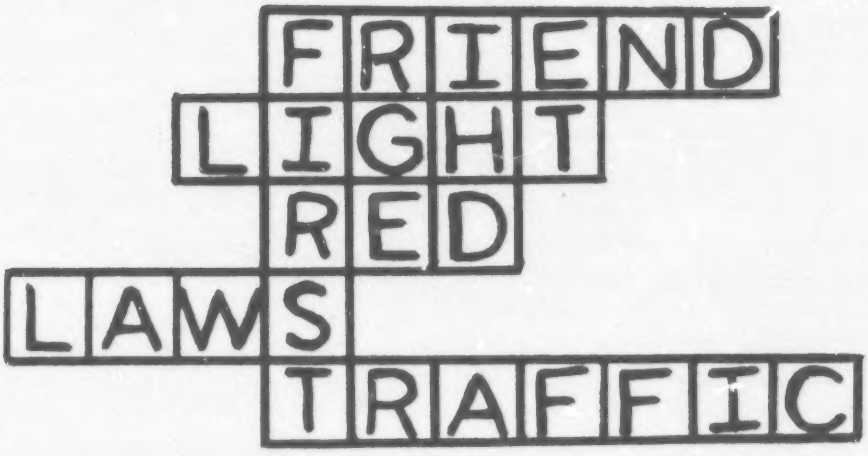


WORDS TO USE:

wait	red	light	traffic
stop	yellow	friend	officer
laws	green	citizen	

SAFETY FIRST
ANSWER KEY





WORDS TO USE:

wait	red	light	traffic
stop	yellow	friend	officer
laws	green	citizen	

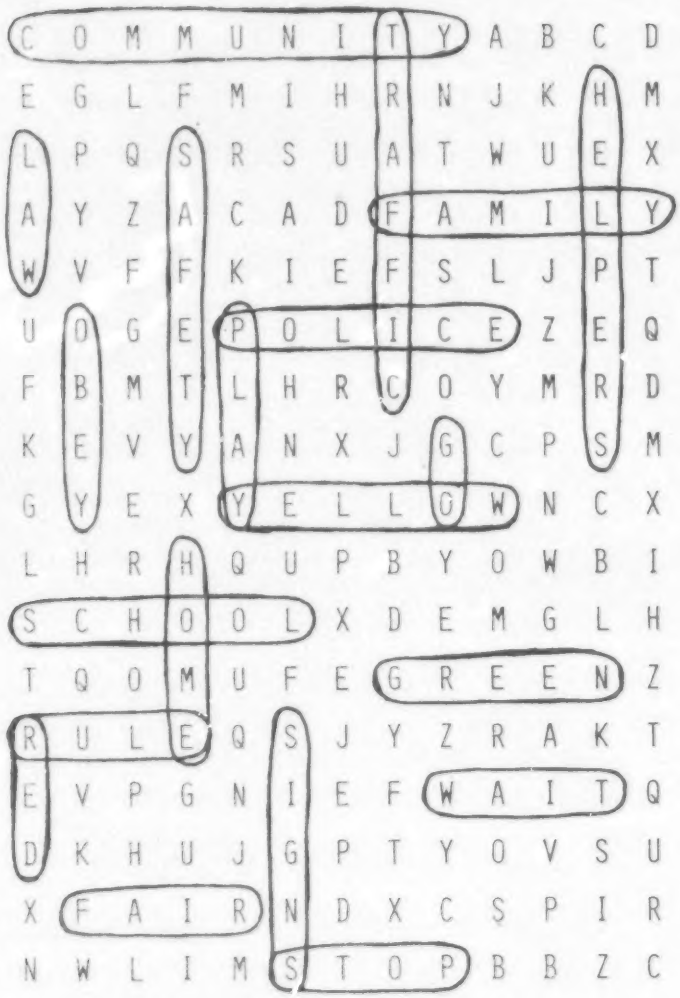
W O R D F I N D

C O M M U N I T Y A B C D
E G L F M I H R N J K H M
L P Q S R S U A T W U E X
A Y Z A C A D F A M I L Y
W V F F K I E F S L J P T
U O G E P O L I C E Z E Q
F B M T L H R C O Y M R D
K E V Y A N X J G C P S M
G Y E X Y E L L O W N C X
L H R H Q U P B Y O W B I
S C H O O L X D E M G L H
T Q O M U F E G R E E N Z
R U L E Q S J Y Z R A K I
E V P G N I E F W A I T Q
D K H U J G P T Y O V S U
X F A I R N D X C S P I R
N W L I M S T O P B B Z C

TRAFFIC	RULE	RED	STOP
COMMUNITY	LAW	GREEN	WAIT
PLAY	OBEY	YELLOW	GO
SCHOOL	SIGNS	SAFETY	FAMILY
HOME	POLICE	HELPERS	FAIR

W O R D F I N D

(ANSWER KEY)


C O M M U N I T Y A B C D
E G L F M I H R N J K H M
L P Q S R S U A T W U E X
A Y Z A C A D F A M I L Y
W V F F K I E F S L J P T
U O G E P O L I C E Z E Q
F B M T L H R C O Y M R D
K E V Y A N X J G C P S M
G Y E X Y E L L O W N C X
L H R H Q U P B Y O W B I
S C H O O L X D E M G L H
T Q O M U F E G R E E N Z
R U L E Q S J Y Z R A K T
E V P G N I E F W A I T Q
D K H U J G P T Y O V S U
X F A I R N D X C S P I R
N W L I M S T O P B B Z C

TRAFFIC	RULE	RED	STOP
COMMUNITY	LAW	GREEN	WAIT
PLAY	OBEY	YELLOW	GO
SCHOOL	SIGNS	SAFETY	FAMILY
HOME	POLICE	HELPERS	FAIR

BEST COPY AVAILABLE

RULES
RULES AT HOME
RULES AT PLAY
RULES AT SCHOOL
RULES IN THE COMMUNITY

OBJECTIVE

To draw a mural about the different topics covered in this study.

PROCEDURE

Divide the class into committees or groups. Give each group a specific topic and let the students in the group draw a large picture illustrating their topic.

Some examples of possible topics are:

WHY WE NEED RULES

RULES AT HOME

RULES AT PLAY

RULES IN MY SCHOOL

RULES IN MY COMMUNITY

PEOPLE WHO HELP ENFORCE RULES

EVALUATION SHEET

Grades 2-3

To determine the usefulness of this Supplemental Materials Packet, the eacher is requested to answer and return this questionnaire. Your comments will be greatly appreciated.

1. What is your evaluation of this Packet?
   ( ) Excellent ( ) Above Average ( ) Average ( ) Poor

2. Does this Packet contain useful information?
   ( ) yes ( ) no

3. Does this Packet provide helpful suggestions and activities?
   ( ) yes ( ) no

4. Can the information and activities in this Packet easily be incorporated into your existing curriculum?
   ( ) yes ( ) no

5. How can this Packet be improved? (please specify, e.g. structure/organization, content/coverage, writing style, other). Use additional sheet.

6. If you have specific information/suggestions/activities that you feel would benefit other teachers, please attach to this evaluation sheet.

7. Please complete:

   Name: _____(optional)

   School: _____

   School Address: _____

   _____

   Telephone: ( ) _____

   Grades Taught: _____

   Years Taught: _____

8. Mail to:
   Administrative Office of Courts
   Attn: Julie Young
   817 South Court Street
   Montgomery, AL 36130